

Students' Learning Experiences through ICT: A Case Study at Al Ardah College, Jazan University, KSA

Mrs. Sameena Begum¹, Ms. Amnah Ali Hamli², Ms. Sumaya Alu Gelasi³

¹Supervisor, ^{2,3}Research Student,

^{1,2,3}Al Ardah University College, Jazan University, Jazan, Saudi Arabia

How to cite this paper: Mrs. Sameena Begum | Ms. Amnah Ali Hamli | Ms. Sumaya Alu Gelasi "Students' Learning Experiences through ICT: A Case Study at Al Ardah College, Jazan University, KSA" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-7 | Issue-3, June 2023, pp.1014-1017, URL: www.ijtsrd.com/papers/ijtsrd57549.pdf



Copyright © 2023 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



1. INTRODUCTION

The incorporation of information and communication technology (ICT) into educational endeavours has made its presence unavoidable in recent years. This is because ICT grants greater access to technological tools. It has rapidly expanded, becoming one of the most important sources of teaching and learning in today's society. This form of teaching and learning is incredibly flexible, which makes learning simple, enjoyable, and most importantly, at the student's own pace. This is one of the reasons why it has gained so much popularity.

It supports greatly student-centered mode of instruction. Therefore, it is preferred over face-to-face instruction by many students.

E-learning, often known as education through various forms of electronic media, is one of the most notable applications of information and communications technology (ICT) in educational settings. It would appear that it has a solution in offering to a large number of people who are unable to continue their education for a variety of reasons, as well as to those professionals who want to add new certifications to their resume.

E-learning is a robust system that offers solution to many problems, however there are of course challenges and problems to implement ICT into education.

STATEMENT OF THE PROBLEM

The online mode of learning sounded very enthusiastic, interesting and on the advantageous side of students.

But in practical it reflected by and large frustration and disappointment among students.

There appeared many reasons for such apprehensions and disappointment. The students in general were disappointed and dissatisfied about the online classes.

2. OBJECTIVE OF THE STUDY

The focus of this study is to identify those factors that affected students' disinterest or frustration while using a robust system for learning.

A. To understand student perspective of e-learning this may help in identifying and removing the obstacles in e-learning for future implications.

B. To analyze the problems that may arise from students' attitude, administrative or technology related, infrastructure etc.

This may help in adjusting the system to make it student oriented and flexible in actual terms.

However, this paper does not aim to analyze pedagogical factors such as course design, successful achievement of learning outcomes or instructor or teacher attitude and preparedness for teaching through electronic media.

3. LIMITATION OF THE STUDY

The study focused only the University College of Al Ardah, female campus for special reason that the researcher/ scholar student was part of the online teaching and learning program.

The teaching mode was actually blended i.e. both online and face to face, maximum mode being online.

All of the students formed same demography of sample as they belonged to remote campus (same campus), were experiencing online learning first time.

They had until then followed face to face learning and shared common experiences and common background.

4. LITERATURE REVIEW

E-learning refers to the use of multi-media technologies and the internet to improve the quality of learning by facilitating access to the resources and services as well as remote exchanges and collaboration. (Homes and Gardner, 2006).

The strategic development of e-learning holds huge promise for KSA, both in terms of its efficiency of delivery, reach and learning effectiveness. E-learning offers students the convenience and flexibility of studying at their own pace.

There are several advantages of e-learning such as saving time, easy access to resources, availability of wide variety of resources.

Also, for students who are self-motivated and self-initiated, e-learning constitutes an environment of higher knowledge capture and higher content retention. (Al-Qahtani AAY, Higgins, 2013.)

5. METHODOLOGY

A questionnaire was developed with the purpose of gathering information on various experiences and opinions of students regarding the utilisation of online mode for e-learning.

This questionnaire's format was developed by a combination of casual conversations on the subject held with students, the collection of the students' thoughts, and the questionnaire pattern developed by C. R. Wright.

The characteristics are mostly reflected in general discussions with the students and from the literature research may be split into five topics. These subjects include the support system, IT or technical abilities of the students, time management, communication skills, and learner ability.

The poll or the questionnaire was conducted using an online survey created in Google documents.

With the assistance of a spread sheet created in Microsoft Excel, the quantitative analysis of the replies was computed and analysed.

We used a five-point scale that ranged from strongly agree to agree, neutral to strongly disagree, and agree to disagree. On this scale, strongly agree and agree indicated that the student had a positive attitude towards the question statement, whereas strongly disagree and disagree indicated that the student had a negative opinion, and neutral indicated that the student either did not want to answer or did not know about the facts of the statement.

Survey Results

SA – Strongly Agree

A – Agree

N – Neutral

D – Disagree

SD – Strongly Disagree

Communication Skills

1. You were comfortable communicating to your instructor

SA	A	N	SD	D
43	17	18	12	10

2. You communicated with your instructor in English

SA	A	N	SD	D
23	13	15	17	32

3. You were comfortable communication to the counselor or administrative staff on campus

SA	A	N	SD	D
28	27	8	16	21

4. You were able correctly express your need and receive the services from the administrative staff

SA	A	N	SD	D
32	26	12	21	9

5. You were comfortable asking or sharing information or opinion on an open platform or among a huge group of your classmates

SA	A	N	SD	D
55	27	3	7	8

6. You are comfortable sharing your views in social media

SA	A	N	SD	D
35	17	8	24	15

7. You are comfortable with the idea that whatever you write or express will remain as record for long.

SA	A	N	SD	D
42	12	5	18	23

SUPPORT SYSTEM

Instructors provided helpful information

SA	A	N	SD	D
43	21	13	7	6

Instructors could be contacted easily

SA	A	N	SD	D
64	31	3	5	7

The library learning resource personnel helped me find material

SA	A	N	SD	D
53	35	2	7	13

The administrative department was helpful in providing information

SA	A	N	SD	D
35	17	15	24	8

You were able to contact your class mates and share information comfortably

SA	A	N	SD	D
71	10	3	9	7

IT SKILLS

1. Do you have your own laptop or computer

SA	A	N	SD	D
70	13	2	5	11

2. You had good internet connectivity always

SA	A	N	SD	D
0	1	5	88	7

3. You were comfortable in using LMS in JUMP without any technical problem

SA	A	N	SD	D
42	12	5	18	23

4. You accessed your online course mostly on

A. Laptop ---27%

B. Phone—34%

C. Both ---39%

1 How long did it take for you to learn to use LMS in JUMP

A weeks 2 weeks 4weeks More than 4 weeks Could not perfect it

20 47 13 17 3

TIME MANAGEMENT

You managed your time satisfactorily during e-learning

SA	A	N	SD	D
12	21	4	56	7

Learning online saved my time

SA	A	N	SD	D
16	17	8	38	21

Because of the online courses it was difficult to give time for other activities

SA	A	N	SD	D
12	18	2	52	16

You learnt to adjust your time for e-learning

a) from the beginning of the online course---25%

b) learnt somewhere in the middle of the course--62%

c) continued to have problem with time management till the end of the online course—13%

Learning Ability

What do you prefer more?

a) e-learning 16%

b) face to face 46%

c) A blend of both 42%

Choose any one of the following.

a) I can understand and study from the course material myself –13%

b) I need some help from the teachers and friends to study course material 23%

c) I need continuous help of teachers to study from course material 44%

What interests you more

a) Learning from textbooks and material only ---19%

b) Learning through text books and audio-video materials 47%

c) Learning extensively through a variety of sources over the internet 44%

In a situation of full internet connectivity and support from college administration

Choose any one

a) I will take courses online 25%

b) I will not take courses online32%

c) I may take courses online43%

6. FINDINGS AND CONCLUSION

The female students attending Al Ardah Campus are representative of any learner anywhere in the world who is in the beginning stages of e-learning.

Learners will experience a complete shift in their worldview at this stage. They are required to "change," as well as change many elements of their lives, such as the learning methodologies that they employ, among other things.

In addition to a highly well-organized support system, the information and communications technology (ICT) infrastructure comprises appropriate connections, channels, hardware, and software.

E-learners have a support system that consists of the administrative staff at the off campus location, the instructor, access to technology, and support to remove any problems that may arise when using technology. The examination of the data in this part demonstrates that the system for providing support to students needs to be enhanced.

The following component of the questionnaire focused on the students' level of computer literacy and accessibility to computers, and the results showed that this was the case even if the students had a good working knowledge of how to use computers. The student did, in point of fact, access online lessons via their smartphone as well. They had trouble using the learning Management System in JUMP since there was an issue with their internet connectivity. As a result of internet connectivity issues, accessing classes and downloading video lessons proved difficult.

In addition to that, the pupils struggled with managing their time effectively. They were unable to

do other duties because of the time they spent attending online classes on the computer.

The students found that the fact that they had to rely heavily on their teachers for the majority of the time save for the course itself was the most difficult part of online learning.

RECOMMENDATION

E-Learning is a whole new world.

It's an innovative way of learning.

A strong infrastructure with proper internet connectivity, software and hardware are backbone of any e-learning environment.

The administrative support is next important feature that has to in place always.

The learner has special responsibility when they sign up for any e-learning course or online program. They must identify the basic requirements and skills they need and update their skills to make e-learning a profitable experience than getting demotivated leading to frustration.

Acknowledgment: The author would like to thank the Deanship of Scientific Research, Jazan University Jazan, KSA, for the assistance.

REFERENCE

- [1] Kale, M. R., Ansari, M. K., Fatma, G., Mohammed, A. M. S., Uddin, M. A., & Chauhan, M. S. (2023). A Critical Analysis of Virtual Reality (VR) on Developing Business Communication Skills. *resmilitaris*, 13(3), 2322-2329.
- [2] Gilbert, J., Morton, S., & Rowley, J. (2007). e-Learning: The student experience. *BJET*, 38, 560-573.
- [3] Kale, M. R., Ansari, M. K., Fatma, G., Mohammed, A. M. S., Uddin, M. A., & Chauhan, M. S. (2023). A Critical Analysis of Virtual Reality (VR) on Developing Business Communication Skills. *resmilitaris*, 13(3), 2322-2329.
- [4] Sait, Sadiq & H. Ali, Syed & M. Al-Tawil, Khalid. (2003). Perceptions about eLearning in Saudi Arabia.
- [5] Fatma, G., Pirzada, N., & Begum, S. (2022). Problems, Illusions and Challenges Faced by a non-Arabic Speaker in Understanding Quran: A Sub-Continental Study. *Journal of Positive School Psychology*, 6(2), 5422-5426.
- [6] Xanthidis, Dimitrios & Waqee Wali, Syed & Nikolaidis, Paul. (2013). E-Learning in Saudi Universities, Challenges and Issues. 473-478. 10.1109/ECONF.2013.72.
- [7] Fatma, G., Chauhan, M. S., Kheri, M. N. A., & Begum, M. S. A DISCUSSION ABOUT DIGLOSSIA WHILE TEACHING SOCIOLINGUISTICS TO ARAB ENGLISH LEARNER.
- [8] Tidake, V. M., Mazumdar, N., Kumar, A. S., Rao, B. N., Fatma, G., Raj, I. I., & Bala, B. K. (2023, February). Sentiment Analysis of Movie Review using Hybrid Optimization with Convolutional Neural Network in English Language. In *2023 Third International Conference on Artificial Intelligence and Smart Energy (ICAIS)* (pp. 1668-1673). IEEE.
- [9] <http://www.qscience.com/doi/pdf/10.5339/nmejre.2014.2>
- [10] Kale, M. R., Ansari, M. K., Fatma, G., Mohammed, A. M. S., Uddin, M. A., & Chauhan, M. S. (2023). A Critical Analysis of Virtual Reality (VR) on Developing Business Communication Skills. *resmilitaris*, 13(3), 2322-2329.
- [11] Fatma, G., Pirzada, N., & Begum, S. (2022). Problems, Illusions and Challenges Faced by a non-Arabic Speaker in Understanding Quran: A Sub-Continental Study. *Journal of Positive School Psychology*, 6(2), 5422-5426.